Name: Rachel Fischhoff Grade: 5 Date: May 2, 2012

Creating Colonial Characters

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| Lesson Sources: n/a |
| Lesson Objectives: Students will synthesize learning of life in the colonies and political unrest in the colonies by creating fictitious colonial character outlines. |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: Loyalists/Patriots chart |
| Prior Knowledge and Skills Needed: prior knowledge of Loyalists, Patriots, and 13 original colonies |
| Key/New Vocabulary: occupation--job |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Fifth graders, over the past few weeks you have learned so much about the 13 original British colonies. You have learned about the work that people did in each colony, their climates, and a bit of their histories. * You have also learned a lot about the great political divide that emerged between Loyalists and Patriots just before the American Revolution. * Today you are going to synthesize—bring together—all of that learning. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * We have learned about so many historical figures in the colonies—from William Penn founding Pennsylvania, to Benjamin Franklin—a famous Patriot and inventor, to Lucy Terry Prince, a free black woman living in Vermont. * All of these historical figures really lived in the 13 original colonies. * But you also know, as readers of historical fiction, that we can sometimes learn a lot about a particular place and time in history by *imagining who might have lived there.* * Today, you will be combining what you know about the 13 original colonies AND what you’ve learned as strong readers of historical fiction, to create your own Colonial Characters. * Let me show you what I mean. Each of you will work with a worksheet like this. Here’s mine. I’ve already started working on my character. * I decided to name my character Olive Quinn. * I decided to have my character live in the Massachusetts Bay colony, because I used to live near Boston, so I wanted my character to live in Boston. * She’s a young girl, so her job is being a student (not at a formal school, but with a tutor). She also helps out at her parents’ shop. * Here’s where it’s a little bit tricky. I need to decide if Olive Quinn is a Patriot, a Loyalist, or a neutral colonist. And I’m just not sure. * On the one hand, she lives in Boston, and I know shopkeepers in Boston were frustrated by the high taxes imposed by the British. * On the other hand, I think that my character really values respecting authority—like her parents and her tutor—so she might be a Loyalist… | * Active listening * Watching under document camera | * Active listening * Questions/comments |
|  | **3. Have-A-Go (optional)**   * What do you think? Should Olive Quinn be a Loyalist or a Patriot, and why? * Turn and talk to a partner. | How will students be actively involved?  By:   * Partner Talk | * Confer * Share outs |
|  | **4. The Link**   * Today you will be completing this outline of your own colonial character. * The resources available to you are your knowledge of the colonies, your imagination, and your textbook. * Your character outline must be completed—thoughtfully—by the end of today. | **(Workshop Time)**   * Completing character outlines * Consulting text as needed | * Conferring * Coaching students into difficult decision-making |
|  | **5. Closing (at the share)**  Share a few characters | * By student choise | * Reinforce learning *through* imagination |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?